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ABSTRACT

The purpose of this handbook, which was developed by the National Reading Center, is to bring to each child who is having trouble learning to read a trained tutor to give him the right kind of help. Sections are given to explaining some characteristics of children who have reading problems, outlining some general principles of successful tutoring, listing tutoring tips, describing the major areas of reading skills, and providing a reading skills checklist. The rest of the handbook provides sixty sample lessons, each accompanied by a behavioral objective, for developing various reading skills. (See CS 000 462 for related document.) (HS)

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TUTORS HANDBOOK

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The tutor training materials were designed by Dr. William Furlong of the National Reading Center. These materials were prepared for the Center through a contract with Dr. Leo C. Fay, Dr. J. Laffey and Dr. Carl Smith of the Indiana University Reading Program. Various individuals contributed to sections of the materials and they are credited according to the contractors' directions. Final preparation of the materials was supervised by Dr. Furlong.

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TUTORS HANDBOOK

By EDWARD L. ROBBINS

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INTRODUCTION

Thank you for deciding to join with teachers in helping students learn to read better. Kids are important and you can help them.

This handbook is to help you. We hope you find the step-by-step suggestions easy to understand and useful. The school staff will welcome you as a new member of the team to help children.

Children have to read to succeed in school. You will be working to make this possible for all of the children. Helping a child make real progress in reading is time well-spent. Seeing the child succeed in school is a wonderful feeling for his tutor. You succeed and the child succeeds!

The National Reading Center will work very hard to make sure that the time you spend with children will bring results. The whole nation appreciates your willingness to volunteer.

PURPOSE

Children who have trouble learning to read can be helped when they have the close personal attention of a tutor. One tutor working with one child is what is called the "one-to-one" plan. The purpose of the National Reading Center's tutor training program is to bring to each child who is having trouble learning to read a trained tutor to give him the right kind of help. The tutor will learn to:

1. Give children lessons made up for them alone.
2. Review with children the work the teacher has given the whole class.
3. Get the children interested in school by planning lessons about the things they like to do.
4. Help the children to feel better about themselves and how well they can work in school by making sure they succeed at whatever work you plan for them.
5. Make reading fun.
6. Use many different ways to give lessons.
7. Read to children. Take them on trips. If they read about something they have seen or touched in person they'll understand it better.
8. Encourage children to talk. Let them choose stories they like.
9. Be interested in children. Trust them. They will be interested in you and trust you.

SOME CHARACTERISTICS OF CHILDREN WHO HAVE PROBLEMS LEARNING TO READ

The children who will be in the tutoring program will be the ones who have problems learning to read. Knowing some of the reasons why he may be having trouble will help you to work with your child. Not all of these characteristics will apply to all children, but your child may have one or more of them. Remember, though, that it is possible for children to have reading difficulties without showing any of these characteristics.

Often these children have:

1. **Differences in Language.** Reading written words depends on a whole set of language skills which the child learns from his home, his family and his friends before he ever comes to school. Very few families ever talk to each other in the kind of words and sentences the children are expected to read in most basal readers. Most mothers do not really shout "Run, Spot, run!" So the differences between the words and sentences the child knows how to use in his everyday talk and the ones he is expected to read may be a big problem for him.

2. **A Poor Opinion of Themselves.** Lots of children who have reading problems have been told over and over again that they are stupid and that they cannot do things right. Time and time again, the best job they were able to do has not been good enough to make the person for whom they were working happy. Pretty soon, they begin to believe that they really cannot do anything right. We all have days like this. Imagine how discouraging it would be to feel that way all the time! Very often, if a child does not do very well in school to start with, he decides he is hopelessly dumb, gets depressed, quits trying, and drops further and further behind his class.

3. **Nothing in Common with School.** Many children who do not do well at school have nothing in common with their schools. This affects them in two main ways. First, the world they are asked to read about in their textbooks seems very far away from the world they experience outside the classroom. If they have never seen a cow, a story about a farm will not have much meaning for them. Or, if they come from the country, a story about a factory in a big city will be hard to understand. Second, the things that they are asked to do in school seem to them to have no place in their "real" lives. They may look at reading as "square" and wonder if reading can ever be of any use to them. Unfortunately, they have probably heard school put down as stupid and timewasting, and they may think of it as just another way the grownups and the cops and the government try to run their lives.

4. **A Need for a Pay-Off Now.** One of the most powerful tools the school uses with children is the grading system. A child who has never had good grades or much praise from his teacher may have a difficult time understanding why he should put aside something that is fun right now in favor of something that might be nice sometime later. Many of the children with whom you will be working will feel that if something does not "pay off" right now, it will not pay off at all.

5. **Emotional Problems.** Many children who have learning problems also have emotional problems. Perhaps their parents argue a lot; or perhaps they do not live together. Maybe the child is sure that no one loves him. A child who has moved often and gone to many different schools may suffer, too. Problems of this kind often interfere with reading.

GENERAL PRINCIPLES OF SUCCESSFUL TUTORING

There are some things you have to be able to do in order to be a successful tutor:

1. Get to know and like the child.
2. Try to find out what interests him.
3. Be sure he succeeds, since if he succeeds he will feel good about himself.

GETTING ALONG WITH THE CHILD

Be yourself—it will take time and patience for you both to feel comfortable and friendly. Remember, fun and laughter help.

Suggestions

1. What a person is called is very important to him. Make sure you say his name the way he wants it said.

2. Make sure your student knows your name. Write it, along with your address and telephone number, on a card for him to carry with him.

3. Show your student that you are interested in him as a person. Ask him about himself:
   What does he like to do?
   Who are his friends?
   What is his family like?
   What are his hopes and dreams?

4. Try not to be absent or late for tutoring sessions. Let the student know if you can't be there. He will be watching closely to see whether or not you show up every time.

5. A few minutes of easy talk is a good way to begin. Listen to what the child has to say. Pay attention to him.

6. If possible, invite your child to go with you on trips or errands outside the school. Make this child your special friend.

Finding Out What Interests the Child

1. If the child likes you, his desire to please you will help him to learn.

2. Children like to do what interests them. Because you will be working with only one child at a time, you can work with things that really interest him.

3. How do you find out what interests him?
   a. Talk to him. Listen to him.
   b. Show him pictures and let him pick out the one he likes best and tell you about it.
   c. Line up a few simple toys and let him choose the one he likes best to tell you about.
   d. Begin a story and let him finish it. He can think of an ending to tell you.
   e. If he brings something to you, show interest in it and let him tell you about it. (It might be a bug, a rock, a piece of glass, etc.)
   f. Children like a pat on the back or a hug. Other rewards might be a star on a chart or a piece of candy, a chance to do something special or a prize. These rewards should be given, but only when children know that they really did succeed in doing a lesson well. If you are a good tutor they will succeed in every lesson and will deserve a reward. The prizes could be saved for extra effort and especially good work.

Making Sure the Child Succeeds

Even something as simple as having the child repeat a word after you have said it to him gives

him a feeling of success. Here are some steps for making sure he succeeds:

Step 1. Begin by asking the child to do something you feel sure he can do.

Step 2. Praise the child for his success. Let him know you expected him to succeed by saying: "I knew you could do it."

Step 3. Move to the next lesson. Make sure it is only a very small move. Do something that is not much harder than the first step.

Step 4. If the child does that well, praise him and move on. If not, try something easier. If, for example, you had showed the child the word "there" and he read it as "that", you say "there" (without telling him he was wrong) and then ask him to repeat it. When the child says "there", praise him and move on.

Step 5. Always end the tutoring time with praise or a special reward.

Helping the Child Feel Good About Himself

If a child thinks that he cannot learn school subjects he probably won't learn them. Many children come to school with the idea that they are "dumb" and can't learn. It is hard for a teacher to give the one-to-one attention needed to change this idea.

Psychologists and sociologists tell us that the ideas a person has about himself depend on what he sees and hears about himself from others. Children begin to "be" what they think other people think of them. If a child is told he is "dumb" or "slow" or that "he never gets anything right" he will begin to think of himself as a stupid person who cannot learn. As a result, he may not learn.

Your job as a tutor is very important. You must try to show that you think the child can learn and that he is a good learner. A warm, friendly feeling between you will say that you know the child is an important and worthwhile person. When you allow a child to succeed you are showing your faith in his ability. When you praise the child for his work and give him small rewards, you are showing him that he can do well in school.

TEAMWORK

You will be a member of the school team. It will be important for you to work with the person from whom you are asked to get your information. Information about the child you will tutor will come from his teacher. If the school decides that you should work with someone other than the teacher, be sure to follow school instructions and work closely with that person.

CONFIDENTIAL INFORMATION

When you talk over children's needs with their teacher, or see personal information in the records such as test scores and report cards, remember that this information is not to be talked about outside the school. It is very important not to gossip about students, their homes or the school. As a member of a professional team you will begin to see why this would be most unfair to the family, the student, and your school team.

SCHOOL STANDARDS

Most schools have established standards for such things as dress, punctuality, absences, and schedules. If the standards are not explained before you begin tutoring, ask that they be explained. Do what most of the teachers do. If you have any problem, talk it over with the person for whom you are working.

Find out exactly what the rules are for students. Misconduct by students should be reported to the teacher or supervisor in charge who will handle the discipline problems. Discipline will not be part of your job.

PERSONAL RELATIONSHIPS

Suppose you were tutoring students of several teachers. These teachers will have different ways of doing things. You will have to make every effort to adjust to the way the child's teacher works. Always remember that you can't possibly make mistakes when you manage to just be yourself. Work with people in a friendly but serious way. If for any reason you cannot seem to get along with either students or co-workers, discuss the problem with your supervisor. Ask for a change of assignment if no improvement takes place.

TUTORING TIPS

You will find that many of these tips have been mentioned before in this handbook. The purpose of this section is to present a complete set of tutor tips, and the repetition is intentional.

TUTORING TIPS--GENERAL

1. Meet the student in a relaxed, friendly manner.
2. Learn his name and pronounce it correctly.
3. Let the student know you are truly interested in him by asking about him–his interests, friends, and problems.
4. Keep your schedule. If you cannot meet with the student at the regular time, be sure to let him know.
5. Give the student your full attention. Listen to what he has to say.
6. See the student's teacher regularly to get instructions on the lessons to be taught.
7. Let the student know you are human, too. Don't be afraid to make mistakes.
8. Learn school rules and follow them.
9. Set an example for the student by being courteous and respectful.
10. Be prepared; have all materials ready. The student will think if you're not prepared, you're not interested.
11. Keep the lesson moving. When you notice the student losing interest, change activities.
12. Build the student's self-confidence. Let him know you expect him to do well.
13. Ask for help when you meet a problem you are not sure you can handle.
14. Be patient. Progress may seem slow. After a few months you'll notice some gain.

TUTORING TIPS--READING

1. Begin at a level where the student can succeed. Move to more difficult tasks in gradual steps.
2. Give rewards for success. Praise is usually enough but once in a while something special can be given.
3. Build the lesson around the student's interests.
4. Remember that reading means understanding (comprehension).
5. If the student doesn't know the answer, make sure he has time to think, but give the answer before he feels uncomfortable.
6. Help the student to learn new words and to use them in his speaking and writing. Sometimes you can ask the student to carry no more than five or ten 3 X 5 cards in his pocket to practice reading while waiting–with his mother, for a bus, for an appointment, for any reason. Each card should have one new word printed on one side, and the definition of the word printed on the other side. When the student begins to find himself using the words in conversation and writing, he can throw away the 3 X 5 card and get a new word in its place.
7. Help the student find books that interest him and that he can read by himself.

8. Read stories to him about subjects that interest him.
9. Keep a record or chart so that the student can see his own progress.
10. Let the student dictate a story to you from his own experience and use that for reading instruction.
11. Show him that reading is fun, for enjoying reading is as important as knowing how to read.
12. Try to make your own tutoring materials; these are often the best, and they also show your interest.
13. Try games; they have a particular appeal to learners.
14. The student needs to learn to be a careful listener. Be sure to have "listening" skills in the program.
15. Whenever possible, plan for the child to move around during the reading lesson. "Acting out" stories helps children to understand.
16. Seeing words, tracing them with the index finger of the hand he writes with, saying words out loud, hearing words said—all these things help a child learn to read.
17. Use a variety of materials to teach reading—books, magazines, newspapers, signs, labels, catalogues, etc.
18. A child builds his understanding of printed words by doing things, going places, seeing and hearing things, touching and tasting, moving about through space, interacting with other people (adults and children) and reading their responses of joy, sadness, anger, fear, etc.
19. It is true that the tutor's interest and enthusiasm may be the single most important part of success in learning.

MAJOR AREAS OF READING SKILLS

Reading is a complicated activity made up of many parts. The following descriptions will tell you about some of these parts. The child with whom you will be working will probably have trouble in some or all these areas, so you will have to be familiar with how to help him in each one.

COMPREHENSION

One way to define reading is to say that it is bringing *meaning* to printed symbols. The child can say what the passage is about, he can find the facts and opinions in it, he thinks about it, and he can decide whether or not he agrees with it. He *understands* what he has read.

DECODING

Children need to know what *sounds* (phonics) are indicated by the printed symbols (graphics) they see, such as:

1. Letters of the alphabet.
   There are two kinds of letters:
   a. The vowels are the letters, *a, e, i, o,* and *u.*
   b. The consonants are all the other letters like *b, c, d, f, g, h,* etc.
2. Combinations of letters which are sounded together, like *th, ch, sh.*
3. Letters put together into syllables, like *-cog-, -por-, -lab-.*
4. Prefixes–groups of letters added to the beginning of a word which change the meaning of the word. Some of these are *un-* (unfortunate), *in-* (intemperate), *re-* (recharge).
5. Suffixes–groups of letters added to the end of a word which change its meaning. For example *-ing* (snowing), *-ed* (looked), *-able* (laughable).
6. Whole words, like *man, fan, cat, sat, nut.*

This skill is called *decoding* by some experts. Reading teachers usually refer to it as *word recognition skills.*

STUDY SKILLS

Ideally, reading must become a tool the child uses to help him find out what he wants and needs to know. So a part of teaching him to read is showing him how to use his ability as a tool. He must learn about the dictionary, and how to find information in the encyclopedia. He must learn how to report information he has gathered in a logical outline. He must learn how to read diagrams, graphs, and maps.

READING IN THE CONTENT AREAS

The new reader must learn how to read and appreciate all sorts of material ranging from a storybook to a science text. So he must be provided with techniques for reading all these different types of materials. He will need to be able to appreciate meter, rhyme and figures of speech in order to appreciate poetry. His study of science will require quick and accurate grasp of facts and formulas.

MOTIVATION

Teachers care not only about how well a child *can* read but how much he *does* read. A child who *won't* read is not much better off than a child who *can't* read. You can help the child by arousing his curiosity. If he wonders about something that he has experienced or heard about or seen on TV, help him to find his own answers. This may lead him to read on his own and to read many different materials.

READING SKILLS CHECKLIST

Many teachers have found that a checklist of reading skills helps to organize their instructional program around the needs of the individual student. A checklist provides both a record of individual strengths and weaknesses and an outline of the reading skills and attitudes that need to be taught. By checking off skills as they are accomplished, the teacher has a current picture of the child's reading ability.

A sample checklist of reading skills follows:

I teach grade_____.

Please check the items which you feel tutors *should not* work with. It is understood that tutors never introduce these topics. However, tutors can assist in follow-up or supplementary activities.

1. Reading stories to children _____
2. Listening while children read stories _____
3. Playing word games with children _____
4. Encouraging children to discuss ideas _____
5. Helping children write about their experiences _____
6. Making experience books with children _____
7. Studying with children _____
8. Helping children *apply* reading to their lessons by:
   a. Using a dictionary
      (1) Finding definitions _____
      (2) Locating guide words _____
      (3) Understanding diacritical marks _____
   b. Using an encyclopedia
      (1) Understanding the index _____
      (2) Locating and using key topics _____
   c. Developing library skills
      (1) Selecting books _____
      (2) Using the card catalogue _____
      (3) Using the checkout system _____
   d. Knowing the parts of a book
      (1) Using the table of contents _____
      (2) Using the index _____
      (3) Using the glossary _____
   e. Reading magazines and newspapers
      (1) For pleasure _____
      (2) For information _____

f. Using a telephone book _____
g. Using tables and schedules
(1) For the bus _____
(2) For lunch _____
h. Using pictorial and graphic materials
(1) To read maps
(a) of the school and neighborhood _____
(b) of the city _____
(c) of the United States _____
(d) of the world _____
(2) To understand the globe _____
(3) To read diagrams _____
i. Organizing information
(1) To outline _____
(2) To classify _____
(3) To summarize _____

9. Assisting in recognizing basic words by sight _____
10. Working with the sounds of words
a. To hear words that rhyme _____
b. To recognize long and short vowels _____
c. To hear the suffix of words _____
d. To distinguish between consonants and vowels _____
11. Assisting in understanding the basic structure of words
a. Contractions _____
b. Compound words _____
c. Plural forms _____
d. Suffix and prefix _____
e. Root words _____
f. Abbreviations _____
12. Aiding in understanding the richness of words
a. Homonyms _____
b. Synonyms _____
c. Antonyms _____
d. Multiple meanings of words _____
e. Interpretation of figurative language _____
13. Helping the child to understand written language at several levels
a. The literal level
(1) Locating specific information _____
(2) Noting details _____
(3) Recalling sequence _____
(4) Locating main ideas _____
(5) Recognizing supporting ideas _____
(6) Identifying characters in stories _____

b. Interpretation of ideas
   (1) Recognizing emotional attitudes _____
   (2) Interpreting facts _____
   (3) Seeing relationships _____
   (4) Predicting outcomes _____
   (5) Forming sensory images _____
c. Critical thinking applied to reading
   (1) Separating fact from fantasy _____
   (2) Distinguishing fact from opinion _____
d. Evaluation of written material
   (1) To develop taste in reading _____
   (2) To find various uses for reading _____

14. Other: Your suggestions _____

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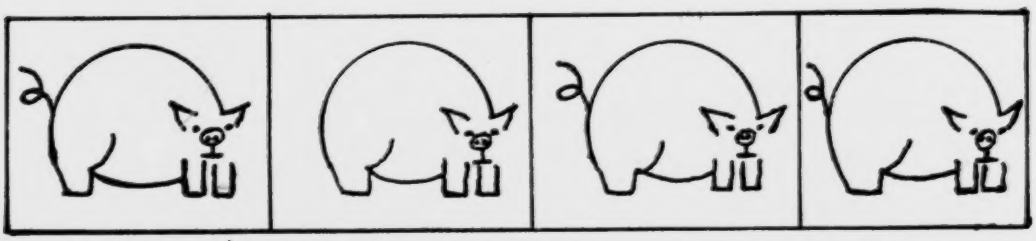
1

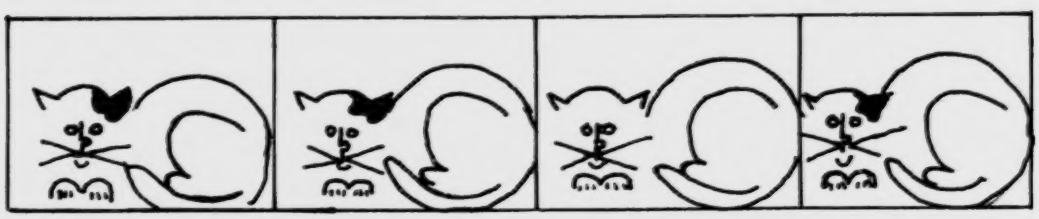
SKILL: Noting Detail. **OBJECTIVE:** Given a picture missing one detail, the student will be able to tell how that picture is different from others in a matching set.

LESSON

Prepare picture strips of four objects like the one shown here. Three objects are the same and one is different. Ask the child to point to the one that is different.



Next, prepare picture strips that have four pictures of the same object with one detail of one picture missing or different.



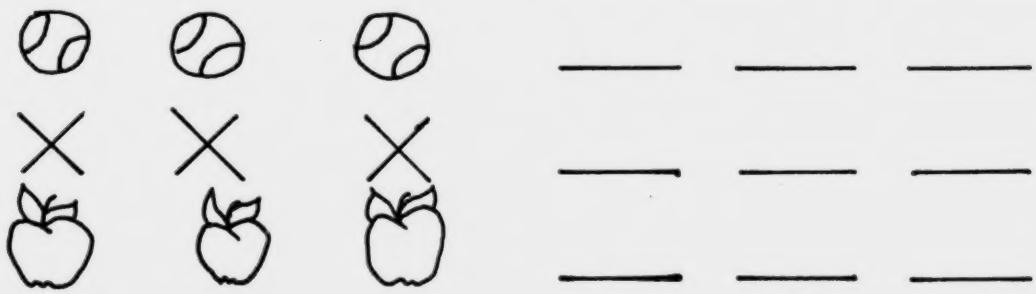
Another exercise for noting detail is to have the student look for "hidden pictures" in specially prepared pictures.

2

SKILL: Reads from Left to Right. **OBJECTIVE:** Given a reading selection, the student will demonstrate a left-to-right reading pattern by orally reading the lines of print from left to right.

LESSON

Provide the student with a worksheet on which you have started rows of objects and/or symbols followed by a series of blanks extending to the right hand edge of the sheet. For example:



Ask the student to complete each *line* by drawing the object in each of the blank spaces. Indicate that he should fill the next blank to the right until all blanks are filled. Observe his progress to make certain that he does not skip blanks.

3

SKILL: Visual Discrimination–Letter Forms. **OBJECTIVE**: Given a list of upper case letters and another list of lower case letters, the student will match the upper case letter with its corresponding lower case letter.

LESSON

Print each upper and lower case letter on 3 × 5 tagboard. Review all upper and lower case letters with the student. When a student has difficulty with a letter pair, state the name of the letter pair to the student and give him additional practice in recognition.

After a student has shown that he can match all letter pairs, ask him to match the following upper and lower case letters:

P	a
R	r
J	l
B	i
E	m
C	y
A	j
I	b
L	e
M	c
Y	p

4

SKILL: Sight Words. **OBJECTIVE**: Sight words are words the child must recognize instantly in order to be an efficient reader. Given basic sight words from the reading materials the student is using and a maximum exposure of three seconds per word, the student will recognize the words with 90 percent accuracy.

LESSON

Select sight words that can be pictured and prepare flash cards (3" × 5") with the word printed on one side and the picture and the word under it on the other side. The teacher may have a set of flash cards that you can use.

Show the student the side of the card with the picture and word. Ask him to name the picture. Lead him to select the name that is the same as the sight word listed under the picture. Encourage the child to look at the printed word as he names the picture.

Praise the child for correct answers. Pronounce the word if the child gets it wrong and ask him to say it after you.

After the child can recognize the pictures, show him the side of the card that has only the word on it. Ask him to say the word. If he says it correctly, praise him as you turn the card over to show that he was right.

If the child gets the word wrong, say the word as you turn the card over. Ask him to say the word after you. Ask him to trace the letters of the word and then say the word.

Separate cards that the child does not know and continue to work on them in the same way.

5

SKILL: Rhyming Words. **OBJECTIVE**: After listening to a series of rhyming words, the student will give another word with the same sound pattern.

LESSON

Ask the child to listen carefully. Say "*cat, run, pop*" clearly. Ask: "Do those words sound the same or different?" Ask the child to say the words after you.

Say "*fat, bat, sat*" clearly. Have him tell you how the words are alike. Lead the child to understand that all words in the second set end with the same sound pattern. Ask the child to name some other words that rhyme with those you have given.

Write the words on the chalkboard or print them in crayon on a piece of newsprint and fill in different beginning letters. Read the words to the child. Let him trace a word with the index finger of the hand he writes with and repeat the word with you. Help him trace it if he needs help.

Pronounce the second group of rhyming words: "*hop, top, stop, mop.*" Follow the same plan as with the first group, except ask the child to underline the parts that rhyme.

Say to the child, "Words which end with the same ending sounds are called rhyming words." Ask the child to name pairs of words that rhyme. Write the words as he says them. Ask him to underline the rhyming parts. Ask him if the underlined parts look the same.

Complete the lesson by reading rhyming verses to the child.

Try the Dr. Seuss books: *One Fish, Two Fish, Red Fish, Blue Fish; The Cat in the Hat; Fox in Socks.*

6

SKILL: Consonant Sounds. **OBJECTIVE**: When he hears a word that contains a consonant sound, followed by a list of letters, the student will match the consonant sound in the word with its corresponding letter.

LESSON

Collect a number of common objects or their pictures whose names begin with single consonant sounds, such as *book, cup, pencil, dime, button, nickel, window, mother, sister* and *girl*. Make word cards (3″ × 5″) with common words, some of which begin with the same consonant sounds as the objects and some of which do not. Do not use the names of the objects.

1. Have the student name the objects.
2. Lead him to name the object that has the right consonant sound.
3. Ask him to choose a word card that begins with the same sound as the object.
4. After the student has chosen a card with the correct beginning consonant sound, have him say the first letter of that word.
5. Ask him to say another word that begins with the same letter and sound.
6. Provide the child with a picture magazine. Pronounce a word with a single initial consonant sound and ask the student to find pictures of objects that begin with the same sound.
7. Here is an alphabet of words you can use:

BOY	KICK	SCISSORS
CAR	LIGHT	T.V.
DOOR	MOM	VEGETABLE
FINGER	NICKLE	WATER
GIRL	POP	YELLOW
HAT	RING	ZERO
JAM		

7

SKILL: Short Vowels. **OBJECTIVE**: When he hears a word with a short vowel, he can pick the short vowel he has heard from a list of vowels.

LESSON

Select a key word for each short sound, such as the sound of *a* as in *apple*, the sound of *e* as in *bed*, the sound of *i* as in *stick*, the sound of *o* as in *pot*, and the sound of *u* as in *hut*. Have the child say the words a number of times as he traces the underlined letters.

Prepare sentences in which there are a number of words containing short vowel sounds. The sentences may contain words with other vowel sounds, too.

Have the child read each sentence. Tell him any words he does not know. When he can read the sentence correctly ask him to underline any word(s) that contain the short vowel sound. Remind him to use the key words to help him find the same sound.

Sample sentences for each short vowel sound are:

Short a

A cat can have a bad day.
All dogs have bad days.
A man can cut a ham.

Short e

Bed, bell, belt begin with b.
Take the bell home.
The men will be wet.

Short i

I like big dogs.
Big pigs can dig in the mud.
Did you like ice cream?

Short o

Hop over the spot in the rug.
Look at the top go.
The boy eats hot dogs.
My pop made me a hot dog.

Short u

It is fun to run fast in the sun.
The truck is stuck in a rut.

8

SKILL: Word Recognition–Long Vowels. **OBJECTIVE**: Given orally a list of words, the student will state the long vowel sound in each word with 100 percent mastery.

LESSON

Select a group of easily picturable words with long vowel sounds, one picture for each word. (Suggestions: gate, boat, peach, knife, blue). Show the pictures, one at a time, to the student. After showing each picture, suggest five words with corresponding long vowel sounds. Then ask the child to name some words with the same vowel sound. Repeat this procedure with all five pictures. Review each picture and long vowel sound.

After the child has shown mastery of long vowel sounds, ask him to tell which long vowel he hears in the following words:

KITE	LIGHT
CUBE	TOE
BLEED	SNAKE
RAKE	

9

SKILL: Long Vowel Sound of *e*. **OBJECTIVE:** After listening to three words with the long vowel sound of *e* the student will give another word that contains the long vowel sound of *e*.

LESSON

Ask the child, "What sound in the words *we, green* and *meat* is the same in each word?" The child should answer with the sound of *e* as in *we*. If the child does not give this answer repeat the words *we, green* and *meat* and ask the same question.

Ask the child which word has the sound of *e* as in *we*. Say *blow, he, day*. The child should say *he*. Repeat this procedure using the words from the list below until the child can tell you which words have the sound of *e* as in *we*. Then ask the child to tell you all the words he knows that contain the sound of *e* as in *we*.

Some common words with the long sound of *e* are:

HE	SHE
ME	HEAT
FREE	BEAT
SEE	BEAN
PETE	EVEN
KNEE	KEY
BEE	SLEEP
THREE	RETURN
TREE	MEAL
FEED	PREPARE

10

SKILL: Consonant and Vowel Discrimination. **OBJECTIVE:** Given a list of words, the student will identify the consonants and vowels in each word with 100 percent accuracy.

LESSON

On playing card size tagboard, print all letters, one to a card, both upper and lower case. Allow two students at a time, with supervision, to play a card game as follows:

The student who begins the game will turn the top card of the deck face up. The other student will name the letter and classify it as a consonant or a vowel. If he correctly names and classifies the letter, he is allowed to keep the card. If not, it goes on the discard pile and the supervisor makes a note. The second student then turns a card over for the first player and the game is continued. The players continue until all cards belong to one or the other player. The cards are then counted and the one with the most cards is declared winner.

After a student has evidenced mastery of categorizing vowels and consonants, the following short check might be applied:

Ask the child to classify all letters in the following words:

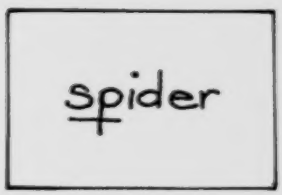
WHEN	APPLE
BOY	GENTLE
CHECK	ROBUST

11

SKILL: Consonant Blends. **OBJECTIVE**: When he hears a word that begins with a consonant blend, the student will write that blend.

LESSON

Make blend cards (5" × 7") on which you have pasted pictures of objects whose names begin with common consonant blends, such as *blocks, spider, glass, truck,* etc. Under each picture print at least four pairs of consonants that can form consonant blends. On the other side of the card print the name of the object and underline the consonant blend.



Show the cards to the students one at a time and ask him to name the objects and choose the consonant blend that gives the beginning sound of the word.

If the answer is correct, praise the student and go on to the next card. If not, repeat the activity until he chooses the correct pair of consonants. When he does, reward him by praising him.

12

SKILL: Using Context. **OBJECTIVE**: Given a list of words and a sentence missing one word, the student will select the word on the list which best completes the sentence.

LESSON

Say to the child, "Many times we can tell what the word in a sentence is from the words around it. Here is an example:

The boy was eating an ice cream.
a. *to* b. *red* c. *cone*

Which word fits in the blank? That's right, *cone* does." Repeat the introduction until the child understands which word fits the following sentences, or others that you make up.

1. Marty _____ a black eye.
   a. *house* b. *had* c. *harm*

2. The big boy had broken his _____ .
   a. *arm* b. *come* c. *harm*

3. We were reading the _____ when the lights went out.
   a. *scissors* b. *home* c. *book*

4. Our school bus was in an _____ this morning.
   a. *mess* b. *accident* c. *pasture*

5. Don't go near the hole, you might _____ in.
   a. *fell* b. *fall* c. *fast*

6. Go over the lesson again so that you will know _____ of the facts.
   a. *none* b. *all* c. *arm*

7. Close the _____, it's cold in here.
   a. *glasses* b. *drive* c. *door*

8. Run down the _____ .
   a. *hill* b. *up* c. *magazine*

9. You can carry _____ in a pail.
   a. *wave* b. *water* c. *was*

10. A dog wags his _____ when he is happy.
    a. *paw* b. *teeth* c. *tail*

Write the words in the blanks that make the sentence complete.

pail	*red*
go	*up*
he	*and*

1. The big boy said _____ was going.

2. My dog _____ I play a game.

3. My red _____ was broken.

4. We were watching a plane _____ in the sky.

5. The _____ car had a dented fender.

After the child finishes ask him, "How did you know those were the right words?"

13

SKILL: Root Words. **OBJECTIVE:** Given a list of words, each containing at least one prefix and/or suffix, the student will identify the root word.

LESSON

1. List on the chalkboard or in a notebook, words which include either prefixes, suffixes (or endings such as *-er, -ed, -ing,* etc.). The list might include such words as *talking, reader, recall, helpful,* etc. Pronounce each word for the student and ask him to identify the root word included in the longer word. Have the student underline the root word that he identifies.

2. Make two parallel lists, one of root words and one of prefixes and suffixes. Ask the student to choose which prefixes and suffixes go with each root word. Try to use root words which can be combined with several prefix and suffix elements on the list.

14

SKILL: Plural Forms. **OBJECTIVE**: Given a set of singular nouns selected from material at the student's reading level, the student will write the plurals with 100 percent accuracy.

LESSON

Make a worksheet which contains a number of sentences in which key nouns have been left blank. Under each blank print a singular and a plural form of the noun that is missing.

Ask the student to read each sentence silently and circle the right form of the missing word. After he has finished, read the sentence aloud to him. If he can, get him to write in the word he has circled. If he cannot, you do it.

Ask him if the sentence is right as it was read. If it was not right, read the sentence using the right noun form and help the child to hear that the right form "sounds better."

Here are some sentence examples:

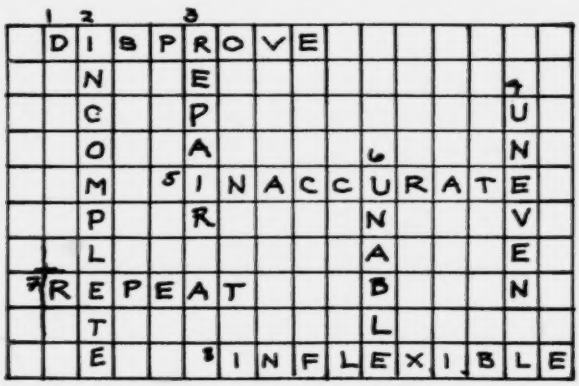
1. Betty has three _____ .
   doll *dolls*
2. I am going to get a new _____ .
   bat *bats*
3. Five _____ live in the house.
   bird *birds*
4. The new _____ is painted red.
   truck *trucks*
5. All the _____ came to play.
   child *children*
6. Bill lives in the _____ .
   city *cities*
7. Sue placed the _____ beside the spoons.
   knife *knives*
8. A man cannot have two _____ .
   head *heads*
9. Mother put the cake in a _____ .
   box *boxes*
10. I had to trim the _____ around the house.
    bush *bushes*

15

SKILL: Prefixes—a letter or letters added to the beginning of a word which change the meaning of the word. **OBJECTIVE**: Given a list of prefixes and a list of root forms, the student will combine each prefix with several roots to form new words.

LESSON

Prepare a worksheet with a crossword puzzle using words with common prefixes. The example below uses the prefixes *re-*, *un-*, *dis-*, and *in-*.



ACROSS

1. Prove to be false
5. Not accurate
7. Say again
8. Not flexible

DOWN

2. Not complete
3. Put together again
4. Not even
6. Not able

Provide the student with whatever help he needs in reading the meanings. Emphasize the meanings of the prefixes.

16

SKILL: Suffixes—a letter or letters added to the end of a word, which change the meaning of the word. **OBJECTIVE**: The student will identify suffixes within a given sentence.

LESSON

Show the student a list of words which contain suffixes. Ask him to tell you the suffix in each word. The words might be:

thankless
handful
changeable
poisonous
boyish
golden
arrival
remarkable

Ask him if he can think of other words which have these same suffixes. He might give examples of two other words containing each suffix.

Prepare a worksheet of sentences which contain words with suffixes. Ask the student to underline the suffixes in the sentences. Sentences could be:

1. Brighten your day.
2. Jane was tireless.
3. John was ambitious.
4. The water was greenish.
5. The rehearsal was not held.
6. Grandfather is changeable.
7. Mother said she was thankful.
8. Watch for her reaction to the news.

17

SKILL: Compound Words. **OBJECTIVE**: Given a list of compound words the student will identify each part.

LESSON

Provide the child with a worksheet which contains a column of compound words and a column of the smaller words that make them up, in scrambled order. Here is a sample:

farmhouse	to
today	snow
football	things
sidewalk	not
bookstore	foot
cowboy	store
rainfall	side
snowman	ball
playthings	rain
cannot	house
	play
	can
	book
	walk
	man
	fall
	day
	boy
	cow
	farm

Have the child draw lines from each compound word to the words that are contained in it. Have the student pronounce each of the words and then the compound word.

18

SKILL: Inflectional Endings: 1. A suffix which changes a noun from singular to plural (i.e., boy, boy*s*). 2. A suffix which changes the tense of a verb (i.e., walk, walk*ed*). **OBJECTIVE**: Given a group of incomplete sentences, the student will complete them by supplying the correct inflectional endings.

LESSON

On the chalkboard write *boy–boys, walk–walked, jump–jumping.* Have the student read the words and circle the endings. Ask the student to give other examples of words with endings.

Write his examples on the board, asking him to circle the endings. Write several sentences containing verbs ending with *ed.* Ask the student to tell how the sentences are alike. Have him write the verbs without their endings. Ask him to add *s* or *ing* to the verbs he has written, and to read them to you.

Prepare a worksheet of sentences which the student may complete by circling the correct inflectional ending. Sentences could be:

1. Susan is help (*s, ed, ing*) mother cook.
2. John play (*s, ed, ing*) ball until six o'clock.
3. Sally likes sew (*s, ed, ing*) best.
4. This dog run (*s, ed, ing*) fastest.
5. Jane look (*s, ed, ing*) for Spot until dark.
6. The teacher said I talk (*s, ed, ing*) too much in class.

19

SKILL: Contractions. **OBJECTIVE**: Given a list of word pairs, the student will write the contracted form of each pair.

LESSON

Have the student read several sentences containing contractions and write the words that are combined in each of the contractions. Write phrases and their contractions on separate oaktag strips. Ask the student to match each phrase with its contraction. Remove the phrase cards, asking the student to identify the words in the contractions. Remove the contraction cards and ask the student to write contractions for each phrase. Prepare a worksheet by listing word pairs that can be written as contractions. Ask the student to write a contraction for each pair of words. For example:

do	not
will	not
they	are
we	are
you	are
can	not
are	not
I	am
it	is
we	will
you	will

20

SKILL: Abbreviations. **OBJECTIVE**: Given sentences containing unabbreviated titles, the student will supply the correct abbreviations.

LESSON

Write several abbreviations on the chalkboard. Ask the student to place periods where they are needed in the abbreviations. Have him tell you what the abbreviations stand for (Example: a.m. stands for "before noon"). These are examples of abbreviations which the student might know:

E.S.T.	Rev.	p.m.
TV	Mr.	A.M.
FBI	YMCA	Mrs.

Prepare a worksheet for the student. Ask him to write the abbreviations for the underlined words in each sentence. Examples might be:

1. My grandmother is Mistress Mary Kelly. _____
2. His tooth hurt, so he went to Doctor Black. _____
3. After his promotion, he became Lieutenant John Young. _____
4. The letter was written by a member of the United States Congress. _____
5. Reverend William Johnson gave the sermon. _____
6. Captain Gary Smith was in command of the ship. _____

21

SKILL: Multiple Meanings of Words. **OBJECTIVE**: Given a word and a sentence in which that word is used, the student will use the dictionary and context to identify the correct meaning of the word.

LESSON

Provide the student with a worksheet containing the following sentences:

1. The home team lost the baseball game by one run.
2. The car would not run.
3. They had a picnic in the park.
4. Where did Father park the car?
5. The small dog had a loud bark.
6. Indians used the bark of trees to make canoes.
7. The candle gave off a soft light.
8. Feathers are very light.

Ask the student to tell in his own words what the underlined word in each sentence means. Have him look up the underlined words in his dictionary and write the correct meaning for each one. Have him write two sentences for each of the following words, using the second meaning in one sentence.

TRUNK
ROCK
IRON
DRESS

22

SKILL: Synonyms. **OBJECTIVE**: Given pairs of words, the student can tell which are synonyms.

LESSON

Select an experience story the student has previously written. Identify and underline words for which synonyms might be substituted.

Explain to the student that sometimes it is possible to use different words that mean the same thing. Tell him that words which mean the same thing are called synonyms.

Ask the student to read his experience story and use a different word that means the same thing for those you have underlined.

The girl was crying.
- bawling
- sobbing
- hollering
- weeping

The dog was a big one.
- huge
- large
- monstrous
- gigantic

23

SKILL: Antonyms. **OBJECTIVE**: Given a set of words, the student will supply antonyms.

LESSON

Ask the student to change the meaning of a group of phrases by substituting a word opposite in meaning to an important word in the phrase. Underline the important word which is to be changed. Here are some examples:

a *hot* day
a *large* dog
a *pretty* doll

Next ask the student to write a word opposite in meaning to each word in a list. The words used should have obvious antonyms. These are examples:

UP
FRONT
TALL

24

SKILL: Oral Reading. **OBJECTIVE**: Given a passage to read aloud, the student will read with expression in a relaxed, natural voice and will observe phrasing and punctuation marks.

LESSON

Begin the lesson by indicating that you are going to ask him to read a passage for you. Set a purpose for reading orally; you might suggest that you want him to be able to read to a younger student or to a brother or sister at home.

Let the student practice reading the passage silently several times. Encourage him to ask for help on any word that is causing him trouble. After he seems to have developed some confidence, ask him to read it orally to you.

If he does a good job you might record his reading and let him hear his own efforts on tape. (This might be frustrating to a child who is having a lot of difficulty reading orally.) The tape can be used to locate specific areas of weakness.

One method of practicing oral reading is for you to pre-record the story and then ask the student to read along with you.

25

SKILL: Main Idea. **OBJECTIVE**: Given a story to read and a list of three statements, the student will select the one which most closely describes the main idea of the story.

LESSON

Provide the student with some short stories (without titles) and a list of possible titles. Ask him to read the stories and then underline the best title for the stories.

The boys walked to the old house. It was dark and the wind made funny sounds. Jim thought he saw something move. The boys ran home as fast as they could.

The Race Home
The Haunted House
A Dark Night

Neil made a model airplane with his new tools. Father gave him some paint for the airplane. Just as Neil was about to paint the airplane, his dog hit the can. The paint splashed on the floor. Neil could not paint his airplane.

Neil's Dog
Father Helps Neil
Neil and His Airplane

(*Note:* Have the child explain his choice. It is possible that he may have good reasons for choosing a different title than the one his tutor selects.)

26

SKILL: Locating Factual Information. **OBJECTIVE**: Given a paragraph, the student will locate the sentence which answers a question of fact.

LESSON

Tell the student you want him to find some information for you. Tell the student the facts you want him to find, then provide him with a sentence which contains the information. For example:

Fact required: The color of the balloon.
Sentence: Robert's balloon was red.

Fact required: The place where Charles went.
Sentence: After dinner Charles went to the pool.

Gradually increase the difficulty of the information and sentences.

Fact required: The thing Mary had to do before she could go out to play.
Sentence: Mother told Mary she could go outside but first she had to clean her room.

Then move to short paragraphs. Ask the student to find two or more pieces of information, depending on the information provided, in a paragraph. Here is a simple paragraph that you could use to find at least three pieces of information:

Facts required:
1. The place the Smiths were going.
2. How they were going to travel.
3. The time they would stay.

Paragraph: Everyone was excited. This would be their first trip to the lake. Beth had packed enough clothes to last a month even though they could stay only one week. They were not sure the car would hold all the bags.

27

SKILL: Distinguishing Between Fact and Opinion. **OBJECTIVE**: Given a group of sentences, some of which are fact and some of which are opinion, the student will state which are fact and which are opinion.

LESSON

To prepare the student for this lesson, tell him that statements about which everyone will agree and which are not open to different interpretations, are facts. For example:

1. Today is _____. (name of the day)
2. Summer comes after spring.
3. September has 30 days.

Opinions, on the other hand, may not be agreed upon by everyone. They may represent different points of view, such as:

1. It is (or is not) hot today.
2. Wayne is (or is not) a good student.
3. Girls are (or are not) smarter than boys.

After presenting these examples, have the student give other examples of fact and opinion. Discuss them with him.

28

SKILL: Recalling Sequence. **OBJECTIVE**: After reading a story, the student will retell its events in sequence.

LESSON

Provide the student with short stories and a number of sentences describing events in the story. The sentences should be out of order. Ask the student to read the story and number the sentences in the order in which they happened. Examples:

A. Sam sat on the fire hydrant. Up the street he saw his big brother John. John was playing ball. Sam ran to John and asked to play with him. John said that the game was not for little kids. Sam went back to the fire hydrant.
   1. _____ Sam saw his brother.
   2. _____ Sam was sitting on the fire hydrant.
   3. _____ Sam asked to play.

B. Earl got a dime from his mother. He held it tight on the way to the candy store. The big boys guessed that he had some money. They wanted it. They tried to get it. Earl ran fast and got to the candy store. He bought a candy bar. He ate it up quickly so that the big boys would not take it.
   1. _____ Earl ate the candy.
   2. _____ Earl got a dime.
   3. _____ Earl ran fast.

29

SKILL: Predicting Outcomes. **OBJECTIVE**: Given an incomplete story and three different endings, the student will select the best ending to the story.

LESSON

Read the first part of a story to the student. Ask him to tell how he thinks the story will end. Draw out the student by asking why he thinks the story will end that way. Have him suggest other possible endings.

Have the student read stories like the ones given below and select the best ending for each one.

Jerry was about to finish mowing the lawn. He was mowing under the apple tree. Just then he say a tiny bird on the ground. He saw the nest just above his head.

1. Jerry finished mowing the lawn.
2. Jerry put the bird back in the nest.
3. Jerry took the bird into the house.

Mother baked a big cake.
Mary put on her best dress.
Her friends would be there soon.

1. Mary was going to the movies.
2. Mary tore her new dress.
3. Mary was having a birthday party.

30

SKILL: Interpretation of Facts. **OBJECTIVE**: After reading two short stories, the student will write a sentence which describes one similarity between the stories.

LESSON

Provide the student with a worksheet listing a number of statements describing work and play activities. Place a blank before each statement. Have the student read each statement and put the appropriate word—work or play—in the blank.

WORK or PLAY?

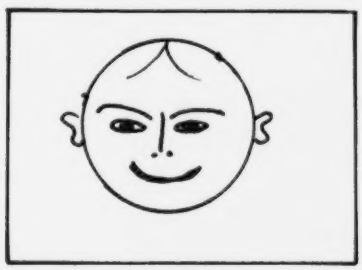
_____ 1. The neighbor is fixing his car.
_____ 2. Mother is washing the clothes.
_____ 3. Billy is skating.
_____ 4. Larry is mowing the grass.
_____ 5. The milkman brought the milk.
_____ 6. Helen changed her doll's clothes.
_____ 7. Phillip caught the ball.
_____ 8. The Boy Scouts went camping.
_____ 9. Everyone helped rake leaves.
_____ 10. Bobby helped wash the car.

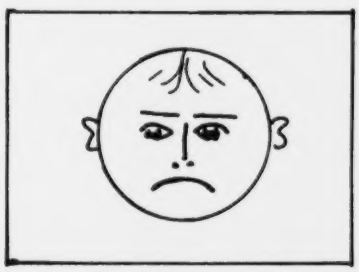
31

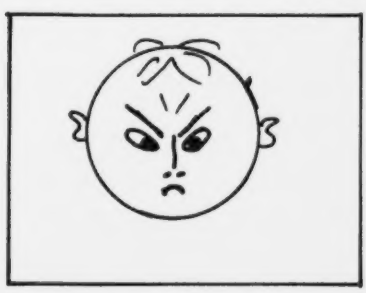
SKILL: Recognizing Feelings. **OBJECTIVE**: Given a short story with a main character and a list of words describing feelings, the student will identify those words that describe the feelings of the main character in the story.

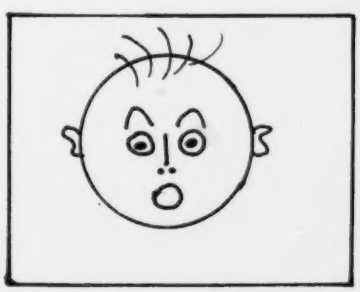
LESSON

Make picture cards which illustrate people with various expressions. Here are some examples:









Read stories to the student which describe characters displaying feelings. Ask the student to identify the card which matches the feelings of the characters in the story.

32

SKILL: Identifying Figurative Language. **OBJECTIVE**: Given a reading passage containing figurative language, the student will be able to point out and give other examples of the figurative language used.

LESSON

Two common types of figurative language are the *simile* and the *hyperbole.* A simile is a way of comparing ideas: He ran *like* a deer. She is *as good as* gold.

Hyperbole means exaggeration: "He is stronger than ten men." "I'd give a million dollars for a smile." "I'd walk a mile, etc."

Select the one type you plan to teach and have the student look the term up in the dictionary and write the definition. Discuss the definition to see if he understands it. Give the student a number of sentences containing figurative language. Ask him to identify those containing the type being taught in the lesson. Examples of such sentences are:

1. I've asked him a thousand times to stop running in the hall. (hyperbole)
2. Wayne can run like a deer. (simile)

After this practice, ask the student to identify as many examples of figurative language as he can from stories written at his reading level or from exercises that you have prepared.

33

SKILL: Enjoyment of Stories Orally Presented. **OBJECTIVE**: In order to derive full enjoyment from a story read to him, the student will act out the story, while it is being read, with hand puppets.

LESSON

Give the student puppets appropriate for a story of interest to him. Tell the student that you want him to act out a story with the puppets, as you read the story to him. Begin the story, and encourage participation by the student. Pause occasionally, at action points in the story, to allow the student to fully express himself with the puppets.

34

SKILL: Selects Books Voluntarily. **OBJECTIVE**: After having a story told to him, pointing out the enjoyment of reading, the student will select a book which he finds of interest.

LESSON

Tell the student that books can do many things. They can teach, or take you to ball games, or to foreign countries, or they can take you back to the Wild West with the cowboys and Indians. Then tell the student a story, based on a book which should appeal to his interest. After the storytelling session, explain again that you found that story in a book. Show the student a pre-selected supply of books of varying interest, but on his reading level. Ask him if he would like to let a book tell him a story, or take him somewhere. Ask what he would like to do, and let him select a book to read that will meet his interests. Tell him that to find out the story, he can read the book he has selected.

35

SKILL: Shares Reading Experience. **OBJECTIVE**: Given an opportunity to read freely, the student will voluntarily share the experience with others.

LESSON

The child should choose his own story to read silently and then share his story with other children by an activity he chooses. One such activity might be making hand puppets from small paper sacks. Use scissors to cut holes for "arms" and crayons to make faces like each character. Show the child how the puppets work.

36

SKILL: Reads to Solve Problems. **OBJECTIVE**: Given a task, the student will voluntarily seek help through reading.

LESSON

Select a project such as planting seeds, building a model, making applesauce, or making clothes for a doll, which you and the student will do together. Collect books or pamphlets that are related to your project. Show the student that these materials may be used to help solve problems as you work on your project.

Some examples are: how-to-do-it books, recipe books, and specific directions as in the case of models and sewing patterns.

37

SKILL: Magazines and Newspapers. **OBJECTIVE**: Given the opportunity, the student will read from magazines and newspapers.

LESSON

Explain that magazines and newspapers help bring us the news of what is happening in the world. Provide the student with some magazines and newspapers in which he may be interested. Encourage him to read some of these articles, and to try to find something that has happened recently which he will find interesting.

38

SKILL: Study Skills–Adjusting Reading Rate for Different Materials. **OBJECTIVE**: Given two different types of material, a book for recreational reading, and a model car with a set of instructions, the student will evidence the ability to adjust his reading rate to meet the needs of the material.

LESSON

Explain briefly that for different purposes, people read at different speeds. If a person needs to remember what he is reading, or if he is reading instructions, he reads more carefully and slowly than if he is reading for fun.

Tell the student you have two things you want him to read. Show him the model car instructions, and a leisure-time book (appropriate level, such as *Cat-In-the-Hat*, or a Little Golden Book). Ask the student how he thinks he would have to read the instructions; the book; why he would have to read them differently.

Tell him that he can put the car together according to the instructions. After he has completed it, tell him to read the selected book, for the fun of it. Observe his reading for variations from reading patterns on instructions. Discuss the problem of reading everything too fast. Explain why following directions or reading for detail requires a slower rate of speed than just plain reading for fun.

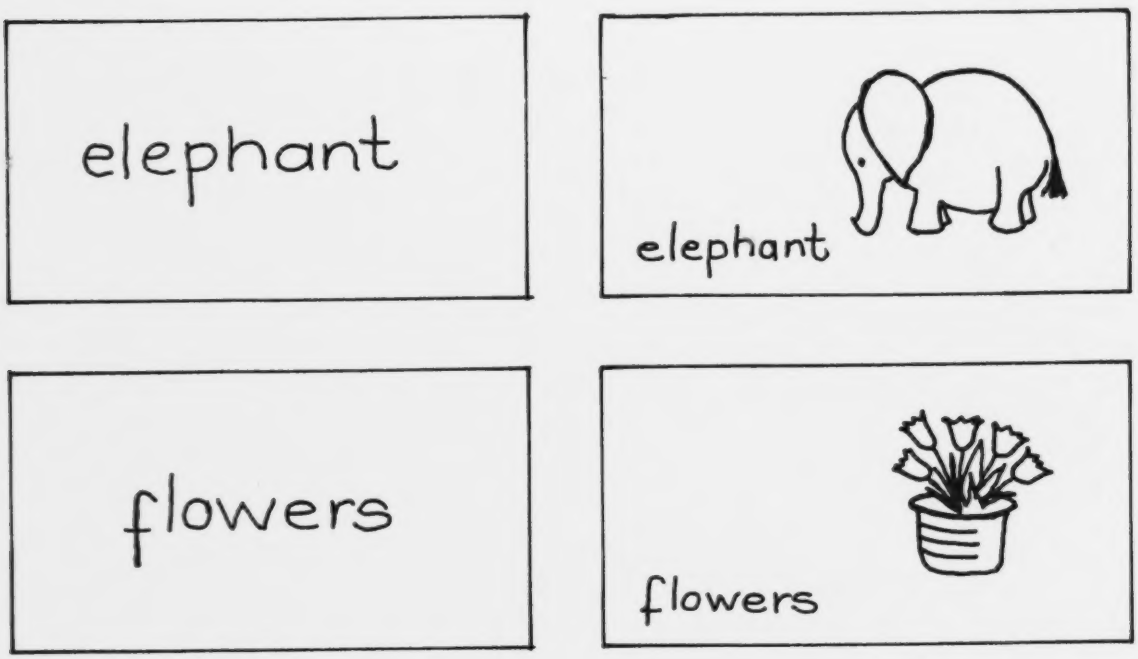
(*Note:* It is not necessary to use a model car. A recipe book might be more appropriate for a girl, for example.)

39

SKILL: Study Skill–Using a Picture Dictionary. **OBJECTIVE:** Given a picture dictionary and a word pictured in it, the student will find the correct picture.

LESSON

Make a set of word and picture cards, and a set of corresponding word cards. For example:



Place word cards on a flannel board or pocket chart in alphabetical order. (Although alphabetical order is not a specific part of this lesson, words should be placed in that order to prepare for future lessons.) Scramble the picture cards and present them to the child one at a time. Ask him to find the word card that matches the picture card.

40

SKILL: Study Skill–Diacritical Marks. **OBJECTIVE**: Given a list of the most common diacritical marks, or symbols printed over a vowel which show how the vowel is to be pronounced, the student will list a sample word to illustrate the sound of each one.

LESSON

On the chalkboard list words which have a pronounced long or short vowel sound. The words should be familiar to the student. Ask him to mark the vowel long or short. Demonstrate the correct marks for each. Mark through the silent vowels. Examples of words to be marked:

fat	hen
he	cute
no	gave

41

SKILL: Study Skill–Dictionary Guide Words. **OBJECTIVE:** Given a list of guide words, the student will write a word which could be found under each pair of guide words.

LESSON

Examine a dictionary with the student, noting the two guide words at the top of each page and the entry words listed under them. Show the student a list of words headed by two sample guide words. Ask him to identify which particular words would be found under those guide words, and which would not. The guide words and word list might be:

frantic free

freedom
fraught
freaky
fray
frantically
frater
fraud
fragrance
frail

Next ask the student to list words which could be found under a given set of guide words. You might use his dictionary to list the guide words, having him write them as you dictate. Help him with the spelling if necessary. After each pair of guide words, ask him to write an entry word which could be found under those guide words. His list might look like this:

art – ashes _____
behind – beneath _____
corral – couch _____
dire – disappoint _____
duel – dwarf _____

42

SKILL: Study Skill–Using a Glossary. **OBJECTIVE**: Given a textbook and a list of words found within its glossary, the student will locate the glossary and list the definition it gives for each word.

LESSON

Choose a social studies or science book at the student's reading level. Help the student locate the glossary at the back of the book. Explain that it contains definitions of words from the book which might be unfamiliar to the student. Ask him to choose an unfamiliar word from the book. Help him locate the word in the glossary. List several words from the glossary. Ask the student to write the glossary's definition of each word.

43

SKILL: Study Skill–Encyclopedia Index. **OBJECTIVE**: Given an encyclopedia index, the student will locate specific topics within it.

LESSON

Examine an encyclopedia index with the student. Help him identify several words under which he might locate a specific topic. For example, he might look for information about George Washington under *Washington, United States Presidents, Revolutionary War,* or *Virginia.* Prepare a worksheet on which he is to write the volume, letter, and page where a specific topic can be found. Remind him that the guide words in the upper margin of the index page show the alphabetical range on the page, and the guide letters on the volume spines show the alphabetical range in the volume.

44

SKILL: Study Skill–Related Terms in Using Encyclopedia Index. **OBJECTIVE**: Given a reading selection of factual material, the student will identify the words and terms which may be used to locate additional information on the subject in any encyclopedia.

LESSON

Collect several factual articles on the student's reading level. These might be found in science books, social studies books, and children's newspapers and magazines.

Have the student read three or four of the articles. Discuss with the student the main topics and items in each article. From the articles, have the student list related terms which he could use to locate more information in any encyclopedia.

45

SKILL: Study Skill–Finding Specific Information in a Newspaper. **OBJECTIVE**: Given a newspaper, the student will find those sections to which the instructor directs.

LESSON

Give the student a newspaper. Help him to go through the newspaper, showing him the different sections: front page headlines, sports section, society section, comics, and classified ads. After he has become familiar with the paper, ask him to show you some stories in the paper, and some specific comic strips. Help him whenever he has difficulty. Show him how to find an item which continues on another page.

After the student appears to have mastered the newspaper, remove the practice paper and give him another issue. Ask him to find the:

1. sports section
2. front page headlines
3. comic section

46

SKILL: Study Skill—Using a Menu. **OBJECTIVE**: Given a menu, the student will select a complete lunch, beverage and dessert, and will calculate the price of the meal.

LESSON

Instruct two children that they are going to play restaurant. Build up enthusiasm for the idea. One child will be a waiter (or waitress) and the other will be a customer. Provide a menu from a local restaurant, or make one. Explain that to play the game the child who is the customer must order from the menu. He must select his main course, what he wants to drink, and what he wants for dessert. Then he must order the food from the menu, pretend to eat, and figure out how much he owes the waitress. Give as much help as is needed for three trials.

To determine mastery of skill, allow the student to order a fourth time, without giving any aid.

47

SKILL: Study Skill–Telephone Directory. **OBJECTIVE**: Given a telephone directory, the student will locate specific information within it.

LESSON

Examine the local telephone directory with the student. Begin by having him locate telephone numbers and addresses of people he knows. Ask him to locate the addresses and telephone numbers of the stores in which he or his mother shops. Read names of individuals and names of commercial concerns to him, asking him to locate them in the phone book. He may do this by telling you whether or not they would be in the white or yellow pages. Prepare a worksheet for the student on which you ask him to locate specific information. For example, he might be asked to find the following information:

1. Number to call a doctor
2. Number to order flowers
3. Address for place selling autos
4. Number to call for dinner reservations
5. Address of Mrs. Jones
6. Address of place repairing washing machines

48

SKILL: Study Skill—Library Card Catalog. **OBJECTIVE:** Given a list of books, the student will identify the type of card upon which each book would be listed.

LESSON

Explain to the student that the card catalog of a library is arranged in alphabetical order. Ask him if he is familiar with the three types of cards: subject, author, and title. Show him a drawing of a school library card catalog on which you have written the letters on the drawers. The letters might be:

A-B	L-M
C-F	N-P
G-H	Q-S
I-K	T-Z

Ask him where he would look to find a book about cats, a book entitled *George Washington,* and a book written by Beatrix Potter. Explain the type of card upon which each book would be found. Continue with this activity until the student can correctly identify the location and the three types of cards. Give the student a worksheet upon which you have listed books for each type of card. Examples could be:

1. A card telling where to find books about baseball
2. A card telling where to find books written by Dr. Suess
3. A card for the book *African Adventure*

Ask the student to write "subject card," "author card," or "title card" after each book.

49

SKILL: Study Skill–Using the Table of Contents. **OBJECTIVE**: Given a book on his reading level and the name of a chapter in the book, the student will use the Table of Contents to find the page on which that chapter begins.

LESSON

Select a science or social studies textbook written at the student's reading level. Direct the student to the Table of Contents near the front of the book. Ask the child what he thinks this page is used for. Ask questions about the page until the child can show you exactly what the Table of Contents does for that book. Test his knowledge by giving him another book and ask questions to determine if he actually understands the use of a Table of Contents.

50

SKILL: Study Skill–Checking Books from the Library. **OBJECTIVE**: Having chosen a library book he wants to read, the student will present the book to the librarian for checkout before taking the book from the library.

LESSON

After making arrangements with the librarian, take the student to the nearest library collection. A friendly conversation with the librarian, explaining that your student is a new library user, will make him feel at home. Ask the librarian to show the child the variety of books for children and to explain the checkout system to him. Have the child sign up for his own card. Allow him plenty of time to browse among the books and choose one that he wants. He may need your help in finding one at his reading level. Guide him through the process of checking out his book. Be sure he understands his responsibility for the book and when to return it.

51

SKILL: Study Skill–Use of City Map. **OBJECTIVE**: Given a city map, the student will illustrate his understanding of direction by marking a described route.

LESSON

Help the student understand map directions by pointing out the symbols for the four directions. Ask him to locate items which are at the extreme North of the map and at the extreme South. Have him mark an E and a W on the extreme eastern and western points of the map. Ask the student to trace a route which you describe to him. Tell him to begin at the downtown post office and to go four blocks north, three blocks east, and three blocks south. Ask him to identify where his pencil route stopped. Ask him to trace the best routes from point to point; for example, from his school to the central library, or from his home to the nearest hospital.

52

SKILL: Study Skill–Globes. **OBJECTIVE:** Given a globe, the student will interpret its configurations by answering specific questions on its content.

LESSON

On a globe, locate with the student the land and water masses. Ask him to read the names of the continents and the oceans. Locate the equator and the hemispheres. Have him read the names of the poles. Ask him to locate two continents in each hemisphere–Northern, Southern, Western, and Eastern. Have him locate specific countries on each of the continents. Ask him to name the closest neighboring countries to a specific country.

53

SKILL: Study Skill–World Map. **OBJECTIVE**: The student will illustrate his understanding of a world map by stating factual information about a specific country.

LESSON

Show the student a globe and ask him to compare it with a map of the world. Help him to join the map points by rolling the map into a cylinder. Explain that a world map is a flat representation of a globe.

Have the student locate the poles and the equator on the globe and then on the map. Help him locate the major bodies of water and the continents. Have him find these same geographical points on the globe.

Point to specific countries on the globe. Ask the student to locate the same countries on the world map and to give two facts about each country–one of the country's rivers, one of its neighboring countries, one of its mountain ranges.

54

SKILL: Study Skill—Diagrams. **OBJECTIVE**: Given any diagram, the student will interpret the information given by answering specific questions on its content.

LESSON

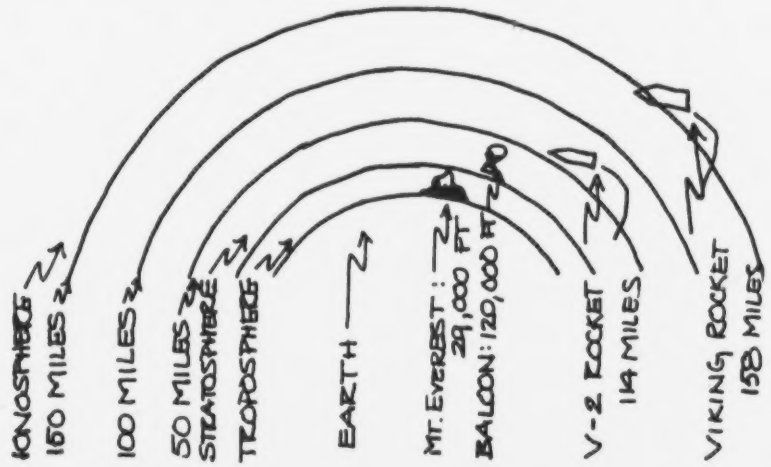
Have the student make a diagram of his house. Discuss with him the size and arrangement of the rooms. Ask him to draw the largest room first and the others in relative proportion. Have him label the various rooms and the front and rear of the house.

Read a set of sentences to the student. Ask him to draw the diagram the sentences suggest. The sentences might be:

> The spring came up in front of the house. It came up from the ground water. First it passed through a layer of volcanic rock. Next it passed through a layer of limestone. Then it bubbled out above the ground.

Have the student draw and label the spring, the ground water, the volcanic rock, and the limestone.

After the student has successfully drawn the diagram, ask him to interpret a more complex diagram. Show him a diagram similar to this:



Ask him questions concerning the content of the diagram:

Which rocket reached highest above the earth?

About how many miles above the earth did the balloon travel?

What is the layer of air next to the earth's surface called?

55

SKILL: Study Skill—United States Map. **OBJECTIVE**: Given a map of the United States, the student will illustrate his ability to read map symbols by correctly locating lakes, mountains, and rivers.

LESSON

Point out to the student the map symbols for lakes, mountains, and rivers as shown on a particular map of the United States. Help him to locate one mountain, one lake, and one river. Ask the student to use the information from the map to list mountain ranges, lakes, and rivers of the United States. Have him locate five examples for each geographic category.

56

SKILL: Study Skill–Bus Schedule. **OBJECTIVE**: Given a bus schedule, the student will correctly complete an information chart concerning its contents.

LESSON

Give the student a bus schedule. Point out its key and discuss the symbols used in the schedule with him. Ask him departure and arrival times for various cities. You might use such questions as these:

When does the bus leave Danville for Oaktown?
When does this bus arrive in Springfield?
What is the next stop of the bus that leaves Danville at 9:00 a.m.?

Prepare an information chart of driving times from town to town as shown on the bus schedule. Have the student complete the information chart by writing the driving times. The table might look like this:

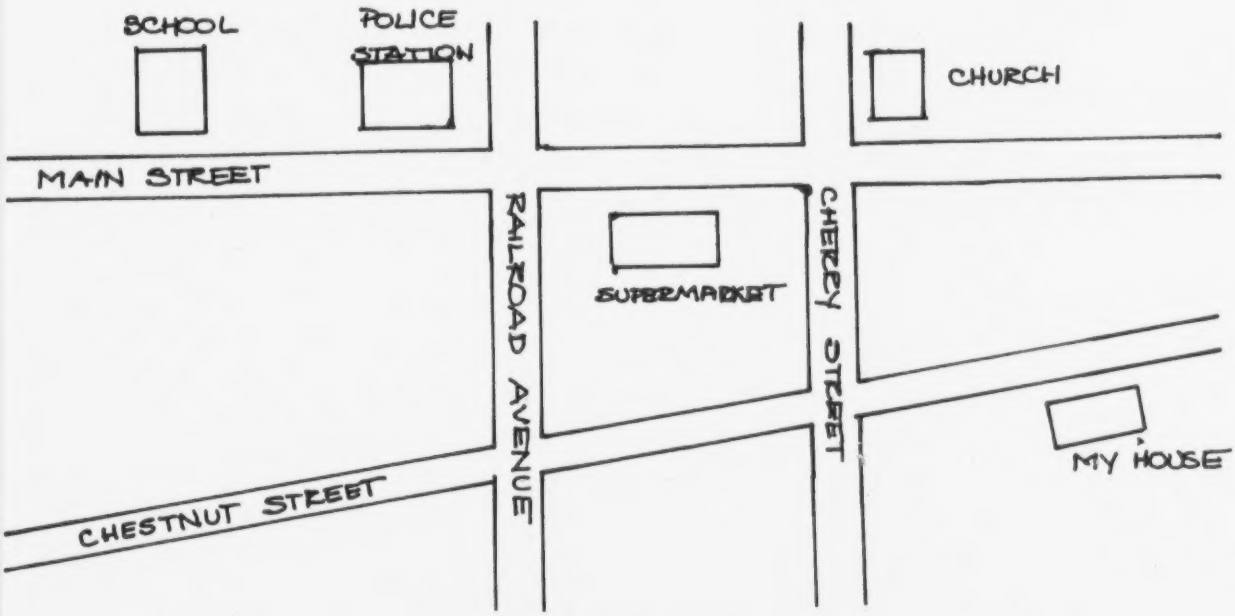
	Driving Time
from Oaktown to Springfield	_____ minutes
from Danville to Greenburg	_____ minutes
from Lakeville to Rockland	_____ minutes

57

SKILL: Study Skill–Locating Specific Places on a Neighborhood Map. **OBJECTIVE**: Given a simple map of his neighborhood, the student will be able to point out common locations such as schools, parks, the firehouse, etc.

LESSON

Draw a map of the student's immediate neighborhood. Locate common landmarks by picture drawings. For example:



Help the student find where his house is located and mark it on the map. Have him locate the school or other prominent landmarks. Tell him to trace with a pencil how he would walk from his home to these locations. Can he name the streets he would use? Help him by marking them together on the map.

58

SKILL: Study Skill–Summarizing. **OBJECTIVE**: The student will summarize a paragraph by listing its main idea and supporting details.

LESSON

Provide the student with a science or social studies book on his reading level. Read the title and subtitles of a chapter to the student, asking him what he might expect to find in that particular section.

Read adjoining paragraphs to the student and ask him to select a title for them.

Read a paragraph to the student. Help him state the main idea of the paragraph. Ask him to give details which support this idea.

Assign paragraphs to the student. Give him two sets of cards, one large and one small. Ask him to write the main ideas of the paragraphs on the larger cards, and the details on the smaller cards.

59

SKILL: Study Skill–Classifying. **OBJECTIVE**: Given two headings and a list of items, the student will classify each item under its right heading.

LESSON

Provide the student with a worksheet containing three columns. Write the name of a general category at the top of each column. Give the student a list of words naming items that can be placed in one of the three general categories. For example:

FOOD	SHELTER	CLOTHING	WORD LIST
			tent
			hat
			house
			apple
			milk
			sweater
			cave
			shirt
			orange

Have the student write each word from the list under its proper category on the worksheet.

60

SKILL: Study Skill–Simple Outlining. **OBJECTIVE**: Given a reading selection at his reading level, the student will be able to identify at least two major sub-headings, and at least two specific facts under each of those sub-headings.

LESSON

Select a story that the student can read which contains a number of characters who are doing different things. Tell the student that you want him to read the story and then tell it to you. Suggest that one way to make sure that he remembers the story is to write down the important parts. Indicate that in the story he is to read there are a number of important characters he should remember. Also, he should remember what those characters are doing.

Provide the student with a worksheet such as the one below:

A. Important Characters
   1.
   2.
   3.

B. List of Activities
   1.
   2.
   3.

After the student has finished reading the story and before he tells it to you, ask him to name the important characters under A, and the different activities under B. If the student has difficulty writing the information, provide whatever help he needs. Explain that a list of such important information is called an outline.

Now ask the student to tell you the story. Show him how to use his outline to help remember the important facts.